

THE PLANNING AND IMPLEMENTATION COMMISSION

UCCESS THROU G CO - O PERATION

im T. Newnham, Chairman



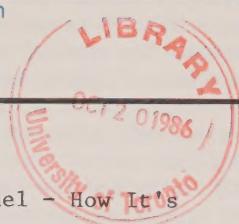
Robert A. L. Thomas, Executive Director

January, 1986

Vol. 2, No. 5

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SAULT STE. MARIE BOARDS' AGREEMENT ON TRANSFER OF PERSONNEL – HOW IT'S WORKING

Brief reference was made in the October 1985 Success Through Co-operation to the agreement (reprinted elsewhere in this issue) on the transfer of personnel reached by the Sault Ste. Marie boards. Now that the first staff transfers have taken place, how is the accord working in practice?

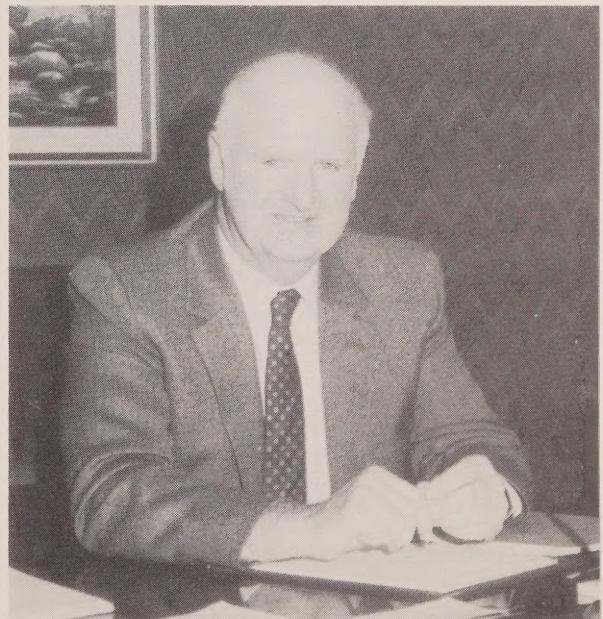
As in agreements reached by other boards, a formula was established to determine the number of board of education teachers to be hired by the RCSS board. The ratio in the Sault agreement is one staff member for every 16.05 students. A key question that follows from this concerns whether, and how much, to regulate which teachers will seek positions with the RCSS board. In the Sault Ste. Marie agreement, both boards opted to make this aspect of the process entirely voluntary, a decision encapsulated in Clause 2.4: "The Boards recognize that both systems must remain viable in terms of staffing and to this end the Separate Board will attempt to achieve a reasonable balance in terms of experience and seniority in selecting staff."

In practical terms this means the door is open for tenured teachers with the board of education to apply for jobs in the separate

system. The voluntary transfer of tenured teachers opens up positions with the board of education and benefits teachers with less security of tenure. It also gives both boards a better chance of achieving a balance between experience and youth on their staffs.

Board of education Director George G. Gordon and RCSS board Director J. R. Cameletti agree that allowing voluntary transfers is better than restricting transfers to those teachers most vulnerable to redundancy. "As a board," says Mr. Gordon, "we wanted to avoid having our younger teachers forced out. We thought it would be best for both systems if the teachers who most wanted to transfer were able to do so." Mr. Cameletti concurs: "The voluntary clause was liked by all parties. Morale is better if everything is voluntary."

Everyone recognizes that the real test of any accord is how well it actually works. So far, the decision to adopt the voluntary approach appears to have been the right one. Of the five teachers hired from the board of education by the RCSS board this



George G. Gordon, Director of Education and Secretary, Sault Ste. Marie Board of Education



J. R. Cameletti, Director of Education and Secretary-Treasurer for the Sault Ste. Marie RCSS Board

year, one, with 21 years' teaching experience, has considerable seniority, and two others have taught for more than 12 years with the board of education. (In all, ten teachers applied for the five jobs advertised by the RCSS board.)

For Ray Refcio, the most senior of the five teachers, the decision to apply to the RCSS board was not made lightly. His motives were career-related; concern about redundancy was not a factor. For about six years, Mr. Refcio had been contemplating a move from business teaching into guidance and had taken numerous courses to improve his qualifications in the new area. The move to the RCSS board -- as a guidance counsellor at Mount St. Joseph College -- reflects his changing professional interests. Another major factor in his decision was the guarantee of seniority provided in the memorandum of agreement. It could be said that the agreement actually facilitated the process of career development for Ray Refcio.

To a lesser degree the same is true for Robin Boston-Marinelli, now teaching art and guidance at Mount St. Joseph College, and for Mary Coulterman, who is teaching English and anticipating an opportunity to move into guidance at St. Mary's College. Mrs. Boston-Marinelli has 13 years' teaching experience, 12 of them with the Sault Ste. Marie Board of Education, while Mrs. Coulterman has 14 years' experience. Mrs. Boston-Marinelli is also qualified in accounting and secretarial subjects. She made the move primarily to

reduce her secretarial and accounting teaching and to focus on guidance and art. Mrs. Coulterman also felt that the opportunity to work in guidance might come more quickly with the separate system, although concern about job security did play a part in her decision.

The transition for these teachers appears to have been a smooth one. "I would highly recommend the move," says Robin Boston-Marinelli. "Since transferring, many of my reservations have vanished. I now feel that teachers need have no hesitation about making the move."

Any concerns they may have had about their reception by teachers in the separate system have also proved unfounded. "The staff have been wonderful," says Mrs. Boston-Marinelli. "I have been included in everything, and the teachers here have made a special effort to make me feel welcome. They helped make the transition a smooth one, and I am grateful, because it was initially a source of anxiety to me. Relationships with colleagues are absolutely crucial." Mary Coulterman, too, found the staff "more than receptive" and "very helpful". The biggest adjustment for her was getting used to an all-boys school.

The principals' reactions to their new staff members (three hired at Mount St. Joseph College and two at St. Mary's College) are warm and enthusiastic. "We're lucky to have them," says Sister Anna Cosgrove, Principal of Mount St. Joseph College. "They fit in beautifully and have complemented our present staff very well." Father Leo Campbell, Principal of St. Mary's College, concurred: "I have been very impressed with their qualifications and how they are carrying out their duties. They have made friends very quickly with the other members of staff, and they are very willing to be helpful, to go the extra mile." Both principals also emphasize how important the voluntary nature of these transfers has been.

The first phase of the transition in Sault Ste. Marie seems to be working well, and the connection between the hopeful outlook and the terms of the memorandum of agreement seems clear.

PLANNING AND IMPLEMENTATION COMMISSION POLICY ON PUPIL ADMISSION

- Roman Catholic separate school boards are expected to have a positive policy regarding the admission of non-Roman Catholic pupils consistent with Commission policy.

INNOVATIVE SOLUTIONS TO THE PROBLEM OF TEACHER SURPLUSES

During its first year, the Planning and Implementation Commission established a policy that teachers displaced as a result of enrolment shifts caused by extension become the responsibility of the RCSS board. The movement of pupils from a public to a Roman Catholic system would require the transfer of a proportionate number of jobs. Board employees who transfer maintain their contract status, seniority, and salary, and continue to accumulate seniority.

Nonetheless, some employees will prefer to remain in the public system, and boards have introduced various provisions to soften the impact of declining enrolment. In examining some of these provisions, this article may assist both public and separate school boards to create employment opportunities.

In the 1970s, Ontario classrooms were severely affected by a decline in enrolment. As a result, school boards and teachers' federations were confronted with problems of teacher redundancy, low job mobility, and plunging staff morale.

Some of the solutions they devised have helped to cushion the impact of the funding extension to Roman Catholic separate school boards and the resultant loss of students from some public secondary schools. These solutions included early retirement incentives, deferred salary leaves ("four over five" plan), provisions for job sharing, and educational or other forms of leave with partial salary. Although these measures would have been vital in any case, the decision to extend provincial support to Roman Catholic secondary schools has intensified the need for them. Without these measures, staff displacement would be much more acute than it is.

The existence of these initiatives has enabled some school boards to find places for teachers who would otherwise have become redundant. Profiles of typical initiatives can be developed from information collected by the Education Relations Commission (ERC).

Early Retirement Incentives Popular

The ERC's analysis of 174 collective agreements for 1982-83, for example, revealed that 37, or 21.3% contained early retirement incentive plans, 23 of them in the secondary panel. Most frequently, early retirement was available to teachers or administrators who were 55 years of age or older, had taught ten years or more with the

board, and had reached the maximum of their salary category. Maximum incentives varied from \$9 000 to \$25 000. The most frequent maxima were \$20 000 (ten agreements) and \$10 000 (eight agreements).

Early retirement incentives were initiated in Ontario by the Lakehead Board of Education, which also pioneered the "four over five" program. The first plans guaranteed retirees 20 days' work a year at a daily rate of \$250, or \$5 000 annually. According to Jim Black, Lakehead's Superintendent of Staff Services, the latest collective agreement has sharply increased the incentive: a teacher or administrator who is 55, at his or her salary maximum, and with ten years' experience at Lakehead can retire with a payment of 40% of their current salary. The amount decreases by 4% a year to zero at age 65.

The Windsor Board of Education, which has suffered sharp enrolment drops in recent years, has devised a number of incentives for early retirement. Tom Wear, Superintendent of Operations (who, incidentally, is retiring next June himself), described the board's plan to give teachers with ten years' service with the board a choice of payments varying with time of retirement.

"In the elementary panel, teachers who are at least 55 and are eligible for a full pension can retire with a payment of \$10 000 if they do so in the first year of eligibility, or with \$5 000 in the second year. In either case, they must be at or under age 60," Mr. Wear explained.

"Teachers not covered by a full pension can receive \$10 000 if they retire at or before age 60, and those eligible for a full pension after age 60 but before 63, can receive \$5 000 if they retire as soon as they are eligible. Secondary school teachers who are 55 and eligible for a 70% pension have similar opportunities available to them. Last year we had ten early retirements in the secondary panel alone."

Windsor also offers the "four over five" plan, whereby teachers take a reduced salary, usually 80% of their previous salary, for each of four years, defer the amount unpaid until the fifth year, and then have a year free for such activities as study or travel.

"This plan, always fairly healthy, is growing more popular," Mr. Wear said. "Approximately 40 of our teachers are on it. The plan has definitely helped us deal with teacher redundancy by opening job opportunities."

Lakehead Board Pioneered "Four over Five" Plan

The Lakehead Board of Education launched the "four over five" plan (now called

"deferred salary leave") in the late 1970s to make room for surplus staff and encourage mobility in the system. More than 100 staff members have taken leave either this year or in past years, and at present Lakehead has 134 elementary and secondary school staff members enrolled in the plan.

"The board permits variations in the duration of the plan, even up to nine over ten, and in the percentage of salary deferred," explained Louise Wright, Administrative Assistant to Mr. Black. "Most teachers choose the four over five, however, taking one year off at 80% of their salary. Their benefits remain unaffected during the four years, but they pay their own during the fifth. The openings created by the plan are offered first to teachers declared surplus, who are hired for one-year assignments and acquire seniority in the process. In addition, the Teachers' Superannuation Commission allows those on leave to continue payments into the fund."

Mr. Black said the Lakehead board views the leave plan very positively: "Staff members return refreshed, and meanwhile the openings have brought new blood into the system. Since the average age of our teaching staff is about 40, mobility and renewal assume a special importance. All in all, the plan encourages growth and revitalization."

The Lakehead board also offers educational leave equivalent to a sabbatical, which permits six teachers per panel to study for a year while receiving 75% of salary (amount determined by dividing Full Time Equivalent by ten).

Although current data on the number of Ontario boards offering deferred leave are unavailable, an analysis conducted by ERC in 1980-81 of 130 agreements showed that 47, or 36.2% provided for some form of it.

Job-Sharing a Recent Initiative

Another, more recent measure is the encouragement of job-sharing. Beginning with the 1982-83 school year, the Teachers' Superannuation Act permitted people employed in education to share a position while contributing to the fund as if they were employed full-time. During 1984-85 and 1985-86, a total of about 1 750 persons took part in job-sharing schemes in Ontario school systems.

One board of education that experienced decreased enrolment and devised several plans to avoid laying off teachers was the Eastern Ontario board of Stormont, Dundas and Glengarry (SDG). Its secondary school enrolment peaked in 1977 at 9 330, but by this year it had dropped to 7 400. Nevertheless, only two or three teachers had to be laid off, according to the Director of

Education, Rosaire Léger.

"When the numbers told us we were going to have surplus teachers, we set out to devise leave plans in which the negative elements would be eliminated," Mr. Léger said. "We strove to minimize anxiety about security and loss of seniority, and tried to create an aggressive leave plan that would open up jobs, increase mobility, and boost teacher morale."

SDG teachers who share a position receive full fringe benefits and accumulate full seniority. Teachers can retire at age 55, in both panels, with a bonus payment of \$15 000; the amount declines as the teacher's age rises. The board offers sabbaticals with salary holdback ("four over five" plan) and pays participants interest at prime rates on the amount of salary retained.

Leave With Incentive

The most popular plan, however, is leave with incentive. This permits a teacher, once during a career, to take a year off at 5% of salary, with no loss of seniority. Mr. Léger said that this plan appeals to those in families that have a second wage earner, since they can manage on a reduced income.

These measures, varied and innovative as they are, will not obviate the need for transfers from boards of education to RCSS boards. The Planning and Implementation Commission therefore requires that coterminous/coextensive school boards deal with the transfer of employees in such a way that no board of education employee becomes unemployed as a result of the extension of funding to Roman Catholic separate schools.

For extra copies of
"Success Through Co-operation"
ISSN: 0828-3338

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PLANNING AND IMPLEMENTATION COMMISSION POLICY ON SINGLE SCHOOL COMMUNITIES

- In communities where there is only one secondary school using one of the languages of instruction, it is expected that, unless the public secondary school is able to absorb the impact without serious effect on its programs, the two boards will work out a co-operative arrangement for the school in order to maintain program viability while, at the same time, providing as much as possible for the needs of Roman Catholic pupils.
- Where a board plans to establish a secondary school in a community with only one public secondary school or to transport pupils out of the community, the Plan in regard to those pupils will be reviewed in order to satisfy the Commission that the public secondary school continues to meet community expectations for its programs and that a viable Roman Catholic secondary school can be established.

PLANNING AND IMPLEMENTATION COMMISSION POLICY ON ACCOMMODATION AND FACILITIES

- If there is an increase in enrolment, there must be accommodation available.
- Accommodation is to be appropriate to the program provided.
- Because of the lack of capital funds, arrangements for sharing or lease of accommodation are expected if space is available in board of education schools. Such sharing or leasing will be necessary in some circumstances.
- Where there is no space available in board of education schools, private schools, or separate elementary schools, in the foreseeable future, provision may be made to use portables. Lack of capital funds will restrict the availability of portables.
- Long-range plans and capital requirements for provision of accommodation are to be realistic in terms of the possible available permanent accommodation.
- Plans for accommodation should indicate long-term availability for use of privately-owned facilities now in use.

Memorandum of Agreement Between The Sault Ste. Marie Board of Education and The Sault Ste. Marie RCSS Board Concerning Transfer of Personnel

1985 05 07

1.0 PURPOSE

- 1.1 To provide for an orderly transfer of staff from Public Secondary Schools to Separate Schools in response to the shift in enrolment patterns brought about by the extension of full funding to the Separate Schools.
- 1.2 To enable staff to know and understand the conditions of employment that will apply when transfers occur.

2.0 JOINT RESPONSIBILITY

- 2.1 The two boards undertake to work co-operatively with each other and with the appropriate federations to ensure that all parties are treated in a fair and equitable manner.
- 2.2 It is recognized that the agreement must assure staff of the conditions of employment that will apply to those who are transferred from one system to the other.
- 2.3 The Officials of both Boards who are responsible for staffing will work co-operatively with the objective of completing the transfer of staff by May 31st in the first year of the agreement and by May 15th in the years thereafter.
- 2.4 The Boards recognize that both systems must remain viable in terms of staffing and to this end the Separate Board will attempt to achieve a reasonable balance in terms of experience and seniority in selecting staff.
- 2.5 The Boards undertake to review the staffing process following completion of the 1985 staffing and to make necessary modifications to reflect the purpose and spirit of the agreement.

2.6 The Boards undertake to review this agreement and the progress of extension of the Separate System within three years of the date of this agreement with a view to establishing a final termination date for the agreement. It is understood that termination of the agreement will not affect in any way the status of any individual transferred while the agreement was in effect.

3.0 DETERMINATION OF NUMBERS

3.1 The Board of Education in consultation with and with the agreement of the Separate School Board shall determine the number of students it will have lost to the Separate School Board for the ensuing new school year as the result of the extension of the Catholic school system. The numbers will be determined using established percentage enrolment patterns as of 1984.

3.2 The number of teachers declared surplus by the Board of Education as a result of the extension of the Catholic school system through recognition and funding by the Ministry of Education shall be calculated by dividing the number of students determined in clause 3.1 by 16.05.

N.B. The Directors of Education and the senior academic officials of both Boards shall agree on the numbers referred to in clause 3.1 as soon as possible in the 1985 school year.

4.0 ADJUSTMENT IN NUMBERS

4.1 The Officials from each Board will confer in June and September each year and shall adjust the number of staff identified in clause 3.2.

4.2 If by September 30th of any given year in which this agreement is in effect the number of students referred to in clause 3.1 increases as the result of transfer to the Separate School Board and if the number of required secondary school teachers referred to in clause 3.2 increases by 1 or more, the Separate School Board shall agree to hire the required secondary school teachers from the Board of Education according to the procedure outlined in the clauses of this agreement.

4.3 If by September 30th of any given year in which this agreement is in effect the number of students referred to in clause 3.1 decreases as the result of transfer to the Board of Education, and if the

number of secondary school staff required by the Separate Board decreases by one or more when calculated on the same basis as in clause 3.2, and if the Board of Education Secondary School staff increases accordingly, the Board of Education shall agree to hire the displaced staff member(s).

5.0 TRANSFER PROCESS - Teaching Staff

5.1 Following preliminary organization of its secondary schools the Separate School Board shall post in both the Public Secondary Schools and in the Separate School System all vacant teaching positions in its Secondary Schools with closing dates established in discussion with Board of Education Officials.

5.2 The Separate Board shall hire staff, up to the number identified in clause 3.2, from among Board of Education personnel on permanent contract and who apply for the positions posted in accordance with clause 5.1.

5.3 If, after application of clause 5.2, positions are still available by reason of a lack of qualified applicants, they shall be offered to redundant teachers who hold permanent contracts with the Board of Education.

5.4 If positions are still available after application of clause 5.3, they shall be offered to probationary teachers declared redundant by the Board of Education.

5.5 Except at stage one (clause 5.2), hiring will be in accordance with seniority accrued with the Board of Education.

5.5.1 Seniority is defined as the number of years of continuous service with the Board of Education as shown on the Board's Seniority list.

6.0 QUALIFICATIONS FOR EMPLOYMENT

6.1 To be considered for a position a teacher must make written application to the Separate Board. An application at one stage of the process will be considered to be an application at all subsequent stages for that year.

6.2 Applicants must hold the appropriate Ministry of Education qualifications for the position(s) being considered.

7.0 CONDITIONS OF EMPLOYMENT

Subject to future changes in O.T.F. By-laws, Secondary School staff of the Board of Education hired by the Separate School Board shall become members of O.E.C.T.A. or A.E.F.O. and shall be guaranteed:

- 7.1 The same number of years seniority as he/she would have had with the Board of Education.
- 7.2 The same probationary or permanent contractual status he/she would have had with the Board of Education.
- 7.3 The same salary exclusive of responsibility allowances as he/she would have had with the Board of Education. If the individual's salary exceeds the entitlement under the appropriate collective agreement of the Separate School Board the salary will continue at the higher level until it is equalled or exceeded by said agreement.
- 7.4 The accrued sick leave credits held by the teacher immediately prior to the teacher becoming an employee of the Separate School Board. If the number of credits exceeds the entitlement under the appropriate collective agreement of the Separate School Board, the number of credits will continue at the higher level until it is equalled or exceeded by said agreement or until it is reduced through usage to, or below, the entitlement under the Separate School Agreement.

8.0 RIGHTS AND BENEFITS

Other than rights or benefits specifically covered by this agreement, personnel who transfer to the Separate School Board shall be entitled to all rights and benefits provided in the Collective Agreement(s) between the Separate Board and its bargaining unit(s) including the right to transfer and to promotion within the Separate School System.

9.0 RETIREMENT GRATUITY

The conditions that will govern the Retirement Gratuity will be set out in a separate statement that will become an addendum to this agreement. The statement will recognize the difference that exists between the Retirement Gratuity Plans in the two systems and will provide for this difference in a fair and equitable manner.

10.0 POSITIONS OF RESPONSIBILITY

The Separate Board agrees:

- 10.1 To post in the Separate Schools and in the Public Secondary Schools all new positions of responsibility created in the Separate Secondary Schools.
- 10.2 To undertake to provide equal consideration to all applicants.
- 10.2.1 Appointment of Board of Education staff to positions of responsibility in the Separate Schools would result in a corresponding reduction in the number of staff required under clause 3.2.

11.0 IMPLEMENTATION

- 11.1 If through Government, legislative, or court action, changes occur which nullify extended funding and cause the movement of students to the Board of Education, the Board of Education will accept the return of personnel in the employ of the Board of Education as of March 1, 1985 who subsequently moved to the Separate Board as a consequence of extended funding.

12.0 TERMS OF AGREEMENT

This agreement shall continue until:

- 12.1 The Separate Board's retention of students no longer impacts on the Secondary School enrolment of the Board of Education, or
- 12.2 A final termination date to be established under clause 2.6, or
- 12.3 An action of the Planning and Implementation Commission, the Ontario Government, the Legislature of Ontario, or the Courts necessitates a reassessment of the Agreement, or
- 12.4 The Memorandum of Agreement is reopened by the written request of either Director of Education supported by a resolution of his/her Board.
- 12.4.1 In the event that the agreement is reopened the Boards shall consult with the appropriate federation affiliates.

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Comme l'expérience toute Wright, adjointe d'administratrice de M. Black, "Le Consell Ceppe lez variatios de duree du Plan, usqu'à concurrence de neuf sur dix, et du ourcentage de salariee differente. La plupart autre sur ching et prennent une annee avec remières ammées, mais les cotisations ouvent être versées par les enseignants la l'induite amme. Les postes devenus ainsi vacants reviennent d'abord aux enseignants de la classe excedentaires qui sont donc manduées pour un an et acquiètent ainsi de l'aclemente. De plus, la Commission du régime de retraite des enseignants autorise des personnes cotisatrices à continuer à verser leurs cotisations à la caisse de retraite." D'après M. Black, Le Consell de Lakheead ne favorablement le programme de congés : les membres du personnel reviennent fréquemment à la moyenne d'âge des enseignants se envoient une importante fondamentale. Toutefois, une importante fondamentale. Le Consell de Lakheead offre également un régime d'entreprise."

Le conseil de l'éducation de Lakehead a lancé le programme "quatre sur cinq" (commun à l'heure actuelle sous le nom de congrès par exemple de traitement différentiel), à la fin des années 1970, pour pouvoirs garder le personnel excédentaire et favoriser la mobilité entre les deux systèmes. Plus de cent membres du personnel ont pris un congé cette année ou deux années passées et, aujourd'hui, 134 membres du personnel sont inscrits au programme.

Le conseil de l'akimba est à l'origine du programme "quatre sur cinq"

mitiépées tient qu'au pâté secondaire. Windsor offre aussi le programme "quatre sur cinq". Les enseignants régaliens un ratiement moins élevé, soit de 80 pour 100, évidemment quatre années consécutives, et offre présent le patrément des sommes dues usqu'à la cinquième année, qu'il peuvent alors consacrer à des études ou des voyages. Selon M. Wear : "Ce programme, qui a oujours eu du succès, devient de plus en plus populaire. Une quarantaine d'enseignants en profitent actuellement et, de toute évidence, ce plan nous a aidés à éduire l'excédent de personnel enseignant au Libérand des postes. "

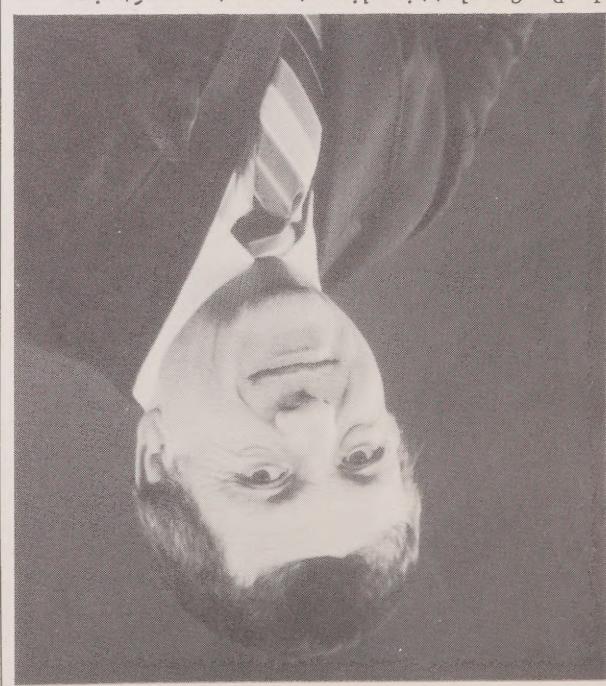
secondaire, les enseignants âgés de 55 ans ont ayant droitt à une pension de 70 pour 100 de leurs années d'enseignement. L'an passé, nous avons eu dix retraitées ouïssent des mêmes avantages. L'an prochain, nous avons eu dix retraitées

L'analyse par la CITE de 174 conventions collectives concloses en 1982-1983 a revelle, par exemple, que 37 accords, soit 21,3 pour 100, dont 23 au palier secondaire, pre- voyaient des primes de retraite anticipée. Dans la plupart des cas, ces primes étaient offertes aux enseignants ou administrateurs âgés d'au moins 55 ans, qui avaient enseigné pendant dix années ou plus au conséil d'éducation, et qui avaient atteint le plafond de leur catégorie salariale. Les primes maximales variaient entre 9 000 \$ et 25 000 \$, et les maximums les plus fréquemment alloués étaient de 20 000 \$ (dix ententes) et de 10 000 \$ (huit ententes). C'est le conseil de l'éducation de

Les primés de retraite anticipée : une mesure populaire

DES SOLUTIONS ORIGINALES POUR ABSORBER L'EXCEDENT DU PERSONNEL ENSEIGNANT

COMMISSION DE PLANNIFICATION ET DE MISÉ EN ŒUVRE : POLITIQUE SUR LES COLLECTIVITÉS AVEC UNE SEULE ÉCOLE SECONDAIRE



J. K. Gamellett, directeur et secrétaire
trésorier du Conseil des écoliers séparés
catholiques de Sainte-Marie

